

Pathways to Prosperity
Virtual Workshop Series
February 9, 2021

MEETING CHANGE

How two LINC programs pivoted
successfully in pandemic times

Introductions: ISANS & MOSAIC

Online Learning Experience

Pivot

Challenges

Going Remote

Lessons Learned and Moving Forward

Q&A

AGENDA

ISANS

Leading deliverer of settlement services in Atlantic Canada

- Primary contact in Nova Scotia on refugee, settlement and immigration issues for 2,000+ organizations, employers, government departments and individuals annually
- A community where all can belong and grow
- Helping immigrants build a future in Nova Scotia

One-Stop Shop

- English
- Settlement
- Employment
- Business
- Community
- Employer Support
- Online and Pre-arrival





ISANS EAL Programs

- EAL Literacy, Accessibility Support, Seniors & Deaf students
- LINC 1-2 (Basics, 3-4 (Settlement) & 5-7 (Workplace)
- LINC Home Study
- Outreach
- Refugee Young Adult
- Bridge to Work
- Workplace Communication Skills (online)
- Sector-specific classes
- English in the Workplace





MOSAIC

One of the largest non-profit settlement organizations in BC

Mission

To enrich communities through services and advocacy, furthering the success and sense of belonging of newcomers and individuals from diverse backgrounds



MOSAIC Programs and Services



Children and Family Programs

- CAPC Family Support Program
- Building Blocks Vancouver
- The Family Centre



Language Programs

- LINC – English Language Programs
- LINC – Childcare Centres



Social Enterprise for Good

- Interpretation & Translation
- MOSAIC engage: Language Assessment
- MOSAIC engage: Training



Settlement and Integration

- Culture Connections Friendship Program
- Moving Ahead
- Newcomers and Community Building Program
- Redirecting Youth Through Empowerment (RYTE)/NUYU Project
- SWIS: Settlement Workers in Schools



Employment Programs

- Career Paths for Skilled Immigrants
- F2M: Fast Track to Manufacturing
- Pre-Arrival: Planning for Canada and SOPA
- Workplace Connections Mentoring Program
- WorkBC Programs



Refugees and Migrant Workers

- Community Outreach Support Groups
- IM.POWER.ED
- Legal Advocacy Program
- Migrant Workers Program
- Refugee Settlement and Integration Program
- Private Sponsorship Program



Specialized and Innovative Projects

- Gender-Based Enhanced Settlement Services
- I Belong
- Men in Change
- Multicultural Victim Service Program
- RVPP.CE
- Specialized Seniors Program
- STV Counselling Program
- STV Multicultural Outreach Service
- Vietnamese Counselling Program
- Multicultural Youth and Safe Relationships
- Innovative and Health Promotion Projects:
 - TB Literacy Project
 - Health Navigator
 - Equal Press
 - International Student Project



Online Learning: The Journey



MOSAIC
Engaging Newcomers, Enriching Communities

isans | Immigrant Services
Association of Nova Scotia



MOSAIC

2009

English for the Workplace blended classes

2014

parallel online classes for asynchronous, self-directed review- all levels (70+classes)
adaptation of blended model for general LINC 6+ classes / experienced mentors

2017

blended model for LINC 5 classes

2018

Curriculum updates (enrich content, TBLs, tests for device compatibility)

+ a Culture of Learning, a Digital Literacy Project and Sector Connections (Tutela, Sector Tables, BC TEAL)



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ISANS

Higher-level language classes

- Using ISANS' LMS: Settlement Online
 - Online: static skill-specific courses
 - Blended: sector-specific courses
- Using NLS' LMS: EduLINC
 - Instructor training via LearnIT2Teach
 - LINC blended learning in 2019

Lower-level language classes

- Low digital literacy
- Little exposure to technology
- Bi-monthly computer classes, limited due to capacity



The Pivot

Challenges

- No TIME!
- Major hurdles
 - How to go from face-to-face to online delivery
 - How to keep students engaged
 - How to increase staff and student confidence with online environments
- Going Remote





ISANS Meeting the Challenge

Remote Program Unveiled

- Create new framework for mid- to higher level group classes
 - Lessons learned from staff's experience in blended learning classes
 - Learn from good practices shared by other SPOs like MOSAIC
- Create new uncluttered dynamic “courses” within our LMS
 - Use Zoom for classroom environment
- Additional organizational supports for instructors
 - New training in using technology
 - Digital skill hurdles overcome by staff in a short time





Lower Level Language Learners

- WhatsApp and Facebook
- Bi-monthly homework package - mailed to learners
- Bi-weekly video calls, 15- 20 minutes each
- Homework package - thematic “books” and complementary activities, phonics, Zones of Regulation material to address feelings and mental health and COVID related information and protocols
- Progressed to limited face-to-face classes with online component, homework package pick up
- Introduced Zoom to CLB 2 and 2L learners for enhanced socialization, lacking in the one-to-one format
- “Tech support” sessions to support learners struggling with technology
- Recent orientation sessions to fill classes, including orientation to technology used, class routine and homework package protocols



MOSAIC Meeting the Challenge

Clients

- Communication and Orientation
- Volunteer support in L1, Class Digital Assistant
- Childcare

Administration

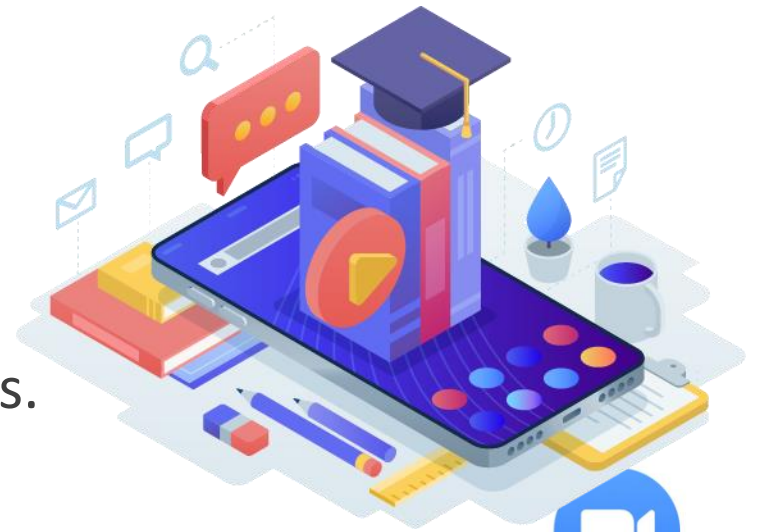
- Organization adopted collaboration tool
- Supported with tech resources
- Remote registration procedures
- Implement COVID safety plans





Instructor Support

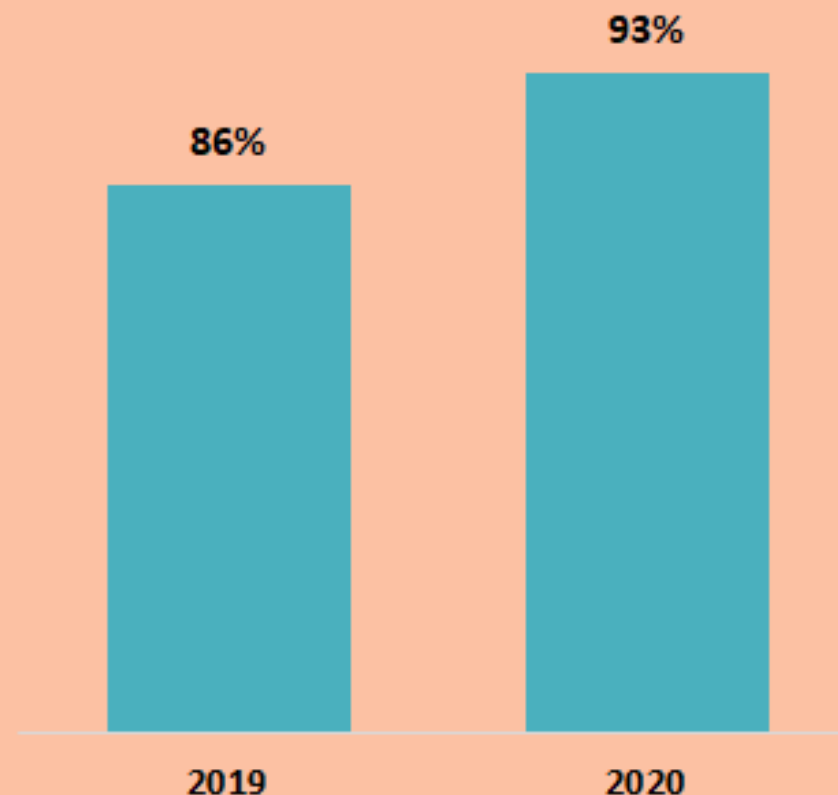
- Created a manageable framework: moodle + Zoom
- Online learning developers provided interactive learning objects
- Time for
 - PD training: Zoom tutorials, Forum, Page, Book, Assignment
 - Developed level groups for teacher support and sharing (mentors)
 - Self-Directed PD to meet instructors where they were at.
 - Recommended Tutela webinars, LearnIT2Teach training, and other resources.



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Client Feedback

The Online Class helps me
improve my English



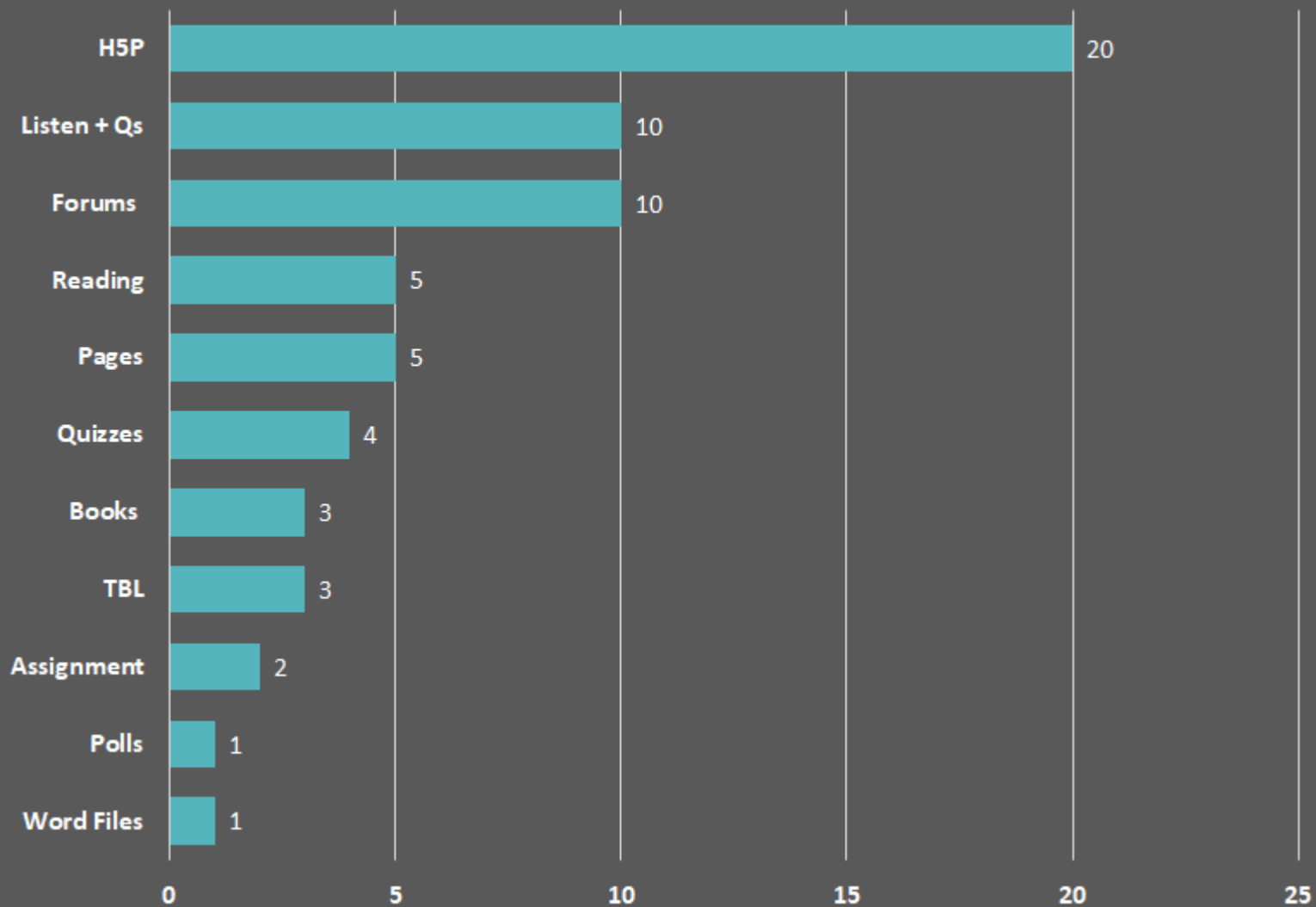
“Online study helped me a lot during the pandemic. I have been looking forward to the Zoom class every day. I am grateful that the school continues to help me through online learning during this special time. Ammarah teacher is so considerate and helps everyone. Thank you for everything.”

Winni – LINC 4 Student

“I would like to thank MOSAIC for online class for helping us in time of COVID-19. They help me very much. I made progress in English. I thank my teacher Sandhya for helping me very very much --we love you so much. We are making good progress. Thank you.”

Valerie – LINC 2 Student

What Worked Well



n= 26

Teacher confidence using the OLC

scale: 1 = not confident, 5= very
confident

4.42

Client Feedback

Onsite Learners continuing post-COVID closure (% of pre-COVID learners participating)

Literacy, CLB 1-2: 82%
participating

CLB 3-4: 72% participating

CLB 5-7: 80% participating



From clients:

“I like that time off i have in this program, for my case i scheduled my works shifts depend on class time, so it's really helpful.”

“I can arrange the study time by myself, and I would have more free time to do other things, for example look for job or do some business.”

From instructors:

“The remote learning program we have developed since March helps learners stay engaged with language learning at home, and has been great for developing learner autonomy and responsibility. It's not ideal, but definitely worth doing.”

“Once the clients and myself became comfortable with the technology, LINC classes actually became better attended, and far less time was wasted than during onsite classes. The first couple months were a big challenge with parents homeschooling, navigating everything that came with the pandemic lock-down, but we have all come out the other end better for it, and able to use the technology efficiently, flexibly and while achieving our outcomes.”

Perceived Impact on program outcomes

Improved: 22%

Decreased: 26%

Stayed the same: 35%

Changed completely: 17%



“With technology being the only option now when it comes to learning, it's inevitable for program outcomes to change but not entirely to reflect those new aspects of virtual learning which include developing a basic digital skill set, in addition to the expectations that come with an online setting and having learners to become more adaptable to learning and doing things remotely and independently to some extent.”

“I think that the necessity of practicing digital skills to have classes is helpful for clients from both a life and labour market perspective. There is less handwriting practice, and they don't have to navigate the city (transportation) to attend class, but the computer use is valuable.”

“We met for the same amount of time and learned different things in different ways but I think they learned just as much or maybe more because everything was new and exciting.”



Lessons Learned and Moving Forward

- Re-examining the traditional classroom
- Plans for blended learning
- Building resiliency: improve digital literacy supports for both instructors and clients
- Organizational Culture supporting continuous learning
- Sharing with other SPOs

Call to action

- Increase access for clients (Digital Divide)
- More direction and support from funders for instructor training
- Keep researching best practices for remote learning and newcomers



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Thank you!

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